DIFFERENT SPEAKING ABILITIES IN TERMS OF VARK MODEL LEARNING STYLE AMONG THE SECOND GRADE STUDENTS OF SMPN 1 WATES IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

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APPROVAL SHEET

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DEDICATION

I dedicate my thesis to:

♥ *God that always helps me in my life*

♥ *My beloved father (Bp. Saridi Musa) and my mother (Ibu Murniyati, S.Pd) thankyou for your love, support and praying to me. I love you so much.*

♥ *My lovely husband (Virgamaliel Benu, S.Kom, M.Sc) and Son (Davino Arjuna Putra Benu) that give me the big support*

♥ *My Parents Dani, Rina and Kayla for support and praying to me*

♥ *My friend udil, via, ida, nunung, ambar, ana, thanks for your support and be my best friend*

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The writer would like to express her sincere thanks to God the almighty who has guided the writer, without which writer would never complete her thesis entitled "Different Speaking Abilities in Terms of VARK Model Learning Style Among the Second Grade Students of SMPN 1 Wates in The Academic Year of 2012/2013". This thesis is presented as partial fulfillment of the requirements to obtain the Sarjana Pendidikan Degree in English Education.

With a deep feeling the special gratitude is addressed to:

1. Prof. Dr. Rochmat Wahab, M.Pd.,M.A, as the Rector of Faculty of Language and Arts of State University of Yogyakarta.
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Finally, this thesis is still far from being perfect and satisfactory, however the writer hopes that this writing be useful for the development of the English teaching and learning process, especially for speaking skill.

Yogyakarta, October 2013

The writer,

Lutfie Muhimatul Ifadah

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ASTRACT

The objective of this research is to find out differences in the speaking ability of the second grade students of SMPN 1 Wates among the different learning styles of VARK model.

The research type of this research was categorized as a comparative study. The population of this research was the second grade students of SMPN 1 Wates. The number of population was 173 students who were divided into 6 classes. The number of sample was 121 students. The technique used to collect the data was testing because the data of this research were quantitative. The techniques of analyzing the data were the descriptive statistics and the inferential statistics. In the descriptive statistics, the statistics used in computation were Variant Analysis and Multiple Regression test.

The research finding shows that there are significance differences in speaking abilities in terms of VARK learning style. Based on the ANAVA test it shows that Auditory learning style has the biggest influence than any other learning styles. Auditory learning style has a mean difference of meaningful and influential relationships 4.770 times bigger than Visual learning style, 0.429 times bigger than learning style Read and 3.761 times bigger than kinesthetic learning style. Based on the multiple regression test the contribution of VARK learning style can be predicted. The contribution of auditory learning style is 86.1%, kinesthetic learning style 34.5%, Read learning style 15.6% and visual learning style give a less contribution to speaking ability that is 12.4%.

CHAPTER I
INTRODUCTION

In this chapter the writer presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the problem and significance of the study.

A. Background of the Study

In Indonesia, English is regarded as the first foreign language. As a foreign language, English has not only been used in daily activities, but also in knowledge and business fields. It is important for the absorption and development of the knowledge. English is also taught in formal and informal education. In formal education it is taught at school, from certain elementary schools, even from kindergartens, to universities. In informal education it is taught in courses and related with daily activities. In the teaching and learning process English receives great attention from the government. The goal of teaching and learning English as a foreign language in Indonesia is that the students are expected to able to communicate in spoken and written English.

The most important goal in learning English is to be able to communicate in both spoken and written English. According to Curriculum 2006, speaking is the second competency that must be taught. It is stated in *Panduan Pengembangan Silabus dan Panduan Pengembangan RPP SMP, 2006*, that the function of language is to communicate. A student could not be said that he/she acquieres

English if he/she has not been able to use English to communicate although he/she gets good marks for acquiring English vocabularies and English structure.

In studying English, there are four abilities to master namely speaking, listening, reading and writing. Nevertheless, in some levels of education, the knowledge of English has been extended. For example, in the university level, the study of English has been not only studying those abilities, but also translation, HEL (History of English Language), interpreting, etc. One of the fundamental ability in English is speaking. Speaking is a skill that should be mastered by someone who uses English to communicate with other people. The students can express their ideas, wishes, opinions and attitude in speaking. Then the partner must pay attention to the speaker to decode the message and finally is able to give appropriate responses to the partner (Boer, 1992: 142). So, speaking helps others to know you and it help you to know others.

According to Lado (1992: 240) speaking ability is described as the ability to express oneself in life simulations, or the ability to report acts or situations in precise words, or ability to converse, or to express a sequence of ideas fluently. Accordingly, speaking is an ability that one has to master in order for him or her to be able to communicate with the other people in society. To be able to speak English, the learners of English must know or master many things to support it. Speaking includes psychomotor aspects, so it needs training to do it. Students need to train their lips, tongue and other organs needed in speaking. There are differences between Indonesian and English, such as pronunciation, intonation, stress and so on.

One of the competencies in the curriculum design of junior high school is the spoken skill. The basic competencies students should acquire to get the standard competencies are: (1) Recognizing English stress patterns; (2) Discriminating English intonation and tones; (3) Demonstrating knowledge of basic vocabulary in aural texts as determined by special word list; (4) Demonstrating aural ability in comprehending a variety of aural texts (Kurikulum SMP, 2004).

To speak English for Indonesian students is very difficult because there are many differences between Indonesia and English. They must learn and master those two languages, and it is not an easy thing.

> "Many feel that speaking in a view language is harder than reading, listening and writing for two reasons: first, unlike reading or writing, speaking happens in real time: usually the person you are talking to is writing for you to speak right, then second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing (Nunan, 2003: 48)".

Learning styles give a big effect to the goal of the study. Allinson & Hayes, (1996) define learning style as personal qualities that influence student's ability to acquire information, to interact with peers and the teacher, and participate in learning experience. Good learning style will make it easier for the students to master the subject and to get good score in all subjects.

Various learning style inventories were considered, for example the Cognitive style Inventory (Allinson & Hayes, 1996) and the Inventory of

Learning Styles (Vermunt, 1992) were examined. One family of models which was identified as being appropriate to the aims of the research was those considering sensory modality preferences. The idea behind learning styles is that if we understand how individuals' best take in information, then we can tailor our teaching and learning for these different ways or modalities of learning. Each person has different strengths of learning preferences. Neuro-linguistic programming theory describes how humans take in information; they see, hear and feel the word around them. One of the most common and widely-used categorization of the various types of modalities is Fleming's VARK model. VARK stands for Visual, Auditory, Read and Kinesthetic modalities.

In such models, the term multi-modal describes people who have more than one strong modal learning preference. After much consideration, the VARK inventory (Fleming and Mills, 1992) was used this categories user according to modal preference for learning: Visual, Auditory, Read/write and kinesthetic (Fleming and Mills, 1992). Fleming (2001) discusses the validity of the instrument; presenting research that supports the use of the instrument in identifying learning preferences of students. Beyond his reports, there is no other research on validity or reliability. Fleming also presents the results of research that indicates higher student performance in courses when faculty match learning activities with student's learning styles as determined by the VARK instrument.

Viewing that speaking ability is very indispensable to master, thus the theories used will be applied in this study to students efforts when perceiving this skill either inside or outside the classroom. The speaking ability theories are also

going to be put to draw attention to be prominent to achieve the successfulness of speaking skill improvement based on the learning style preferences shall further be acknowledge. Learning style also influences students to be able to speak English well, if the students have bad learning style of course it is very difficult to speak English.

Based on the statements above, the writer would like to conduct a research on the factor which effect student's speaking ability.

B. Identification of the Problem

In Indonesia, English is learned by all students from kindergarten until university level. In studying English, there are four abilities to master namely speaking, listening, reading, and writing. Nevertheless, in some levels in education, the knowledge of English has been broadening. For example, in university level, the study of English has been broadening not only studying those ability above, bu also translation, HEL (History of English Language), interpreting and etc. the English Department students must master the four ability when they are in first until fourth semester.

One of four abilities that must be mastered is speaking. Speaking is a skill that should be mastered by someone who uses English to communicate with the other person. The students can express their ideas, wishes, opinion and attitude in speaking. Then the partner must pay attention to the speaker to decode the message and finally is able to give appropriate responses to the partner (Boer, 1982: 142). So, speaking helps other to know you and it help you to know others.

Many factors that influence the speaking ability, they are learning style, motivation, mastering grammar, mastering vocabulary and pronunciation are for example. The important factor is learning style because learning styles can be understood as ways to receiving information as students perceiving while learning from their teachers as normally occurs in the classroom. This idea also supported by Fitzgerald (2001) who says that different students receive information best in different ways which are called learning styles. Learning styles are good indicators of how learners approach task or problems encountered during the process of speaking ability. The students must also know their learning style in acquiring speaking ability. Nunan (1991: 168) states that learning style refers to the individual's preferred ways of going about learning. They must choose the appropriate way suitable to them. On the other hand, the students use the other way or style do not suitable to them should work hard to follow and acquire speaking ability.

The VARK inventory (Fleming and Mills, 1992) was used; these categories user according to modal preference for learning: Visual, Auditory, Read/write and Kinesthetic. Visual learners prefer maps, charts, graphs, diagrams, brochures, flow charts, highlighters, different colors, pictures, word pictures, and different spatial arrangements. Auditory learners like to explain new ideas to others, discuss topics with other students and their teachers, use a tape recorder, attend lectures and discussion groups, and use stories and jokes. Read/write learners prefer lists, essays, report, textbooks, definitions, printed handouts, reading, manuals, web pages, and taking notes. Kinesthetic learners like field trips, trial

and error, doing things to understand them, laboratories, recipes and solutions to problems, hands-on approaches, using their sensse, and collections of samples. Each single preference can be mils, strong or very strong preference for that mode. Good learning style will make it easier for the students to speak in English.

C. Limitation of the Problem

To be able to communicate using English is not an easy thing because the learners must understand language in many things. There are many things that influence the speaking ability of the students of Junior High School. They are learning style, motivation, grammar, vocabulary and pronunciation. The researcher limit this study on the relationship between Visual, Auditory, Read and Kinesthetic (VARK models) learning style to speaking ability on the second grade students of SMPN 1 Wates. Why? Because learning style can be understood as ways to receiving information as students perceive while learning from their teachers as normally occurs in the classrooms.

D. Formulation of the Problem

Based on the limitation of the problem above, the problems formulated as follows:

Are there differences in student's speaking ability among different learning styles of VARK model?

E. Objective of the Study

In relation to the question above, the goal is to find out differences in speaking ability among the difference learning styles of VARK model.

F. Significances of the Study

Based on the research goals and objective above, there are some significances that can be gathered from the research. They are as follows:

1. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.
2. The reader will increase their knowledge about learning style by reading the result of the research.
3. The result of research can give some gain for the English teacher in their teaching learning process, especially in teaching speaking.

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter the writer presents the theories of speaking learning style, view on English learning, VARK models of learning style, concept of speaking ability, and learning style and speaking ability.

A. Conception of Speaking Learning Style

Everyone has a different style or way in doing something. Every learner also has a style in learning. Most of the students learn English only by following the teacher's want or ways and they do not know their way or style appropriate for their success. The most important thing for them is to be able to get good marks and then will pass their examination actually the teachers must also consider their students' learning style.

Firstly, we need to be aware of learning styles to avoid mismatches in style between instructors and learners. Secondly, we need to assist our students to identify their learning styles in order that they may build confidence and more effectively manage their own learning. Thirdly, in that our own preferred learning style can influence our approach to planning, implementing and evaluating instruction, it is equally important for us to be conscious of our style. We need to become informed about alternate styles, and strengthen our ability to work in these styles in order to develop instruction for students with a broad range of styles. Finally, although most of us have a preferred learning domain, this does

not mean that we do not use or cannot develop alternate domains. Similarly, within a domain we are likely to have a preferred learning style. Becoming aware of other styles and working to strengthen weaker ones can enhance learning by providing a variety of strategies for taking in and processing information.

Gracha (1996: 41) defines learning style as personal qualities that influence a student's ability to acquire information, to interact with peers and the teacher, and participated in learning experience. Harmer (1983: 122) also states that learning style is personal character because each person has different styles to understand information. It is also strength by Raymond and Gwyneth (1987). They state that in one sense learner is different from each other, but in another sense the learner is the same. It means that the different learners get the the same information but they certainly learn or understand in different ways. Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another. Celcia-Murcia (2001) defines learning styles as the general approachesfor example, global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject.

Actually to learn speaking is not difficult, because many ways to learn speaking. In the school the teacher must always ask the students to speak in English. If the students always speak English of course, it will make them speak English fluently. Attention to the foreigner or the tourist also makes the students easy in learning speaking, they can watch film or listen to English music. The

students not only learn how to speak English but also they can learn vocabulary and grammar. So if the students master vocabulary and grammar, they can learn speak English fluently.

Different students have their own way to reach their goal and they know themselves what method is effective and efficient to them. Therefore, one can tell that his or her method or style is the best and suitable to him or her but may be that method or style becomes the worst or is not suitable to another. The way we learn things in general and the way we attack a problem seem to hinge on a rather amorphous link between personality and cognition; this link is referred to as cognitive style. When cognitive styles are specially related to an educational context, where affective and physiological factors are intermingled, they are usually more generally referred to learning styles.

Learning styles mediate between emotion and cognition as you will soon discover. For example, a reflective style invariably grows out of a reflective personality or a reflective mood. An impulsive style, on the other hand, usually arises out of an impulsive emotional state. People's styles are determined by the way they internalize their total environment, and since that internalization process is not strictly cognitive, we find that physical, affective, and cognitive domains merge in learning styles. Some would claim that styles are stable traits in adults. This is a questionable view. It would appear that individuals show general tendencies toward one style or another, but that differing contexts will avoke differing styles in the same individual. Perhaps an "intelligent and successful"

person is one who is “bicognitive” one who can manipulate both ends of style continuum.

A large percentage of the world’s language learners study English in order to develop proviciency in speaking. It is very complex to be able to speak a foreign language because learners must understand the nature of what appears to be involved. Nunan (2003) states that in order to communicate well in another language, we must make ourselves understood by the people we are speaking with, and this is not an easy task-especially at the beginning and intermediate levels. There is some need to be accurate in speaking the target language.

The success of learning something is also influenced by students’ learning styles. They must know the suitable way or style for their learning in order to get success. These are kinds of learning style that also influence the students speaking ability. If the students apply these learning styles, it will make them easier to master English. If they master English, of course they will speak flueently.

B. View on English Learning

There are many different theories of how people learn. What follows is a variety of them, and it is useful to consider their application to how your students learn and also how you teach in educational programmes. It is interesting to think about your own particular way of learning and to recognise that everyone does not learn the way you do. Brown, (1954) conceives learning as a relatively permanent change in behaviour with behaviour including both observable activity and internal processes such as thinking, attitudes and emotions. It is clear that he includes motivation in this definition of learning. He considers that learning might not manifest itself in observable behaviour until some time after the educational program has taken place.

Language learning styles and strategies are among the main factors that help determine how and how well our students learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted.

According to Kimble and Garmezy in Brown (1987: 60), learning is relatively permanent change in behavioral tendency and is the resut reinforced practice. Still on the same page, Brown states that learning is acquiring or getting of knowledge of a subject or skill by study experience, or instruction. Brown

(1986: 6) extracts this definition into the following notions in order to be easier to understand:

1. Learning is acquisition or “getting”.
2. Learning is retention or information or skill.
3. Retention implies storage system, memory, and cognitive organization.
4. Learning involves active, conscious focus and acting upon events outside or inside the organism.
5. Learning is relatively permanent, but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice
7. Learning is a change in behavior

Brown (1987: 1) says that second language learning is not easy steps that can be programmed in quite-do-it-yourself kit. No one can tell you how to learn a foreign language without really trying. The learning of a second language is complex process, involving a seemingly infinite numbers of variables.

According to Morgan (1961: 187) learning is any relatively permanent changes in behavior that is a result of past experiences. This definition excludes behavioral changes that take place in maturation and also changes due to diseases or physical damage, other behavioral changes resulting from experience involve learning, learning does not only refer to intellectual field but also to whole the students personality, that the person is said to learns if his behavior changes, so has another way to face a certain situation.

Nunan (2003) states that learning is experiencing. The process or learning is doing, reacting, undergoing, and experiencing. Experiencing means living

through actual situations and reacting vigorously various aspects to those situations. In this case, the experience has two aspects. Someone aspects and some stimuli from outside and on the contrary, he reacts to the stimuli. It will progress through what he observes, thinks, manages and determines the attitude and behavior to the effect of environment. Another condition is that he be active in managing to accept the stimuli. So, the change of behavior happens to him.

At first sight, the meaning of the term second language acquiusition seems to be transparent but, in fact, it requires carefull explanation. For one thing, in this context “second” can refer to any language that is learned subsequent to the mother tongue. Thus, it can refer to the learning of a third or fourth language. Also second is not intended to contrast with foreign. Whether you are learning a language naturally as a result of living in a country where it is spoken or learning it in a classroom through instructions, it is customary to speak generically of “second” language acquisition.

Learning is transfer processes, aptitude and intelligence models are all attempts to describe universal human traits in learning. They seek to explain globally how people perceive, filter, store and recall information. Such processes, the unifiying theme of the previous chapter, do not account for the plethora of differences across individuals in the way they learn, or for differences within any one individual.

While us all exhibit inherently human traits of learning, every individual approach a problem or learn a set of facts or organize a combination of feelings from a unique perspective. Know more about the development of learner

language helps teacher to assess teaching procedures in the light of what they can reasonably expect to accomplish in the classroom. As we will see, there are some characteristics of learner language which can be quite perplexing if one does not have an overall picture of the steps learners go through in acquiring features of the second language.

From the explanation above, it can be concluded that learning is an activity that result in a change to individual and the aspects of the change are concerned with the intellectual ability showing the extent of the student's capability. In order words, learning is a process of a change in a behavior involving the aspects.

C. VARK Learning Style

Learning styles may be defined in multiple ways, depending upon one's perspective. Here are a few definitions of learning styles. Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another.

Celcia-Murcia (2001) defines learning styles as the general approaches for example, global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject. The manner in which a learner perceives, interacts with, and responds to the learning environment. Learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners

perceive, interact with, and respond to the learning environment (MacKeracher, 2004).

Students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. Students learn in many different ways.

Various learning style inventories were considered, for example the cognitive style inventory (alinson & Heyes, 1996) and the inventory of Learning Styles (Vermunt, 1992) were examined. According to Elis (2003) there are concrete learning style, analytical learning style, communicative learning style and authority oriented learning style.

One family of models which was identified as being appropriate to the aims of the research was those consider sensory modality preferences. The models in this family may use different terms to describe the same or similar learning styles, but often describe three basic learning styles: auditory (through hearing the spoken word), kinesthetic (through interacting) and visual (through images, demonstration and body language). In such models, the term *multi-modal* describes people who have more than one strong modal learning preference.

After much consideration, the VARK inventory (Fleming and Mills, 1992) was used this categories user according to modal preference for learning: Visual, Auditory, Read and Kinesthetic. Visual learners learn visually by means of charts,

graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinaesthetic learners learn by doing. Students can prefer one, two, or three learning styles. Because of these different learning styles, it is important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes. While we use all of our senses to take in information, we each seem to have preferences in how we learn best. In order to help all students learn, we need to teach to as many of these preferences as possible.

Fleming and Mills (1992) acknowledge that there some overlap between preferences and define the four preferences follows:

1. Visual (V)

   This preference includes the depiction of information in charts, graphs, flow charts, maps, diagrams, brochures, highlighters, and includes all of the symbolic arrows, hierarchies and other devices that instructors use to represent what could have been presented in words. It does not include movies, videos or power point.

   Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom.

   Characteristics:

   a. Often does better when shown

   b. Has a tendency to watch your face when spoken to

c. Often prefers things to be neat and organized

d. Notice details, good proof-reading ability

Complementary teaching techniques:

a. Give visual direction and demonstrations when possible

b. Encourage the use of flash cards and other visual aids (graphs, charts, maps, etc)

c. Work in an area free of visual distractions

d. Ask the student to highlight the important steps or information with markers

2. Auditory (A)

This perceptual mode describes a preference for information that is heard or spoken. Students preferring this modality report that they learn best from lectures, tutorials, tapes, stories, jokes, group discussion, as well as email and web chat.

Auditory learners process information best by listening and speaking. They learn best in lecture and discussion types of environments and are usually comfortable speaking in a group setting. They also think through and imagine conversations in their heads and often enjoy presentations, are it in class, work, or theatre stage settings. The ability to verbally explain information well, notice music and sound effects, absorb foreign languages, remember and retain conversations, and follow spoken directions are also common characteristics of an auditory learner.

Conversely, it is more difficult for an auditory learner to retain information that they read or see. Many auditory learners read relatively slowly and have trouble staying quiet for a long time.

Characteristics:

a. Often talks or enjoys talking
b. Often has poor handwriting
c. Remembers spoken words and ideas easily

Complementary teaching techniques:

a. Have the student talk through the steps
b. Have the students think out loud through questioning strategies
c. Encourage the use of audio equipment (recording lectures for replay later, listening to a tape of a text while reading, etc)
d. Work with the student in a quiet area

The basic key to using your auditory learning strengths to improve your auditory, hands-on, and interpersonal learning ability is to repeat, repeat, and repeat. For example, read aloud information you are processing or practice describing pictures or charts instead of letting only your eyes absorb the visual information. When meet new people, take a moment to say their names to yourself in your head. As you listen to someone speaking, in your head create pictures or other graphic representations of what they are saying.

These techniques also allow auditory learners to turn the often-intangible realm of spoken words and information into something that other learners (such as visual or hands-on types) can comprehend. For auditory

learners, it is easy to “listen and learn” as well as to help others to “see what you’re saying.

3. Read (R)

This preference emphasizes text-based input and output-reading and writing in all its forms. Learners prefer lists, essays, reports, textbooks, definitions, printed handouts, readings, manuals, web pages and talking notes.

Characteristics:

a. Write out headings for main ideas
b. Use a dictionary (look up words you are unsure of or that may contain critical definitions or information)
c. Create glossaries if needed
d. And any handouts that accompanied the lecture

Complementary teaching techniques:

a. Write out notes again
b. Read notes (silently) again
c. Rewrite the ideas and principles into other words
d. Organize any diagrams, graphs, or charts into statements, e.g. “The trend is”
e. Turn reactions, actions, diagrams, charts and flows into words
f. Imagine your lists arranged in multiple choice questions and distinguish each from each.

4. Kinesthetic (K)

This modality refers to the, perceptual preferences related to the use of experience and practice (simulated or real). Although such an experience may invoke other modalities, the key is that the student is connected to reality, either through concrete personal experiences, examples, practice or simulation (Fleming & Mills, 1992). Kinesthetic learners like field trips, trial and error, doing things to understand them, laboratories, recipes and solutions to problems, hands-on approaches, using their senses and collections of samples.

Individuals that are kinaesthetic learn best with and active "hands-on" approach. These learners favour interaction with the physical world. Most of the time kinaesthetic learners have a difficult time staying on target and can become unfocused effortlessly,

Characteristics:

a. Often moves around
b. Enjoys working with hands
c. May need to write things down
d. Often has difficulty with learning abstract symbols
e. Often exhibits a short attention span

Complementary teaching techniques:

a. Use concrete learning devices in your explanation
b. Use role-playing when possible
c. Allow for frequent breaks

D. Conception of Speaking Ability

There are many definitions of speaking that have been proposed by some experts in language learning. Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

The former basically concerns the transfer of information. According to Nunan (1989: 32) successful oral communication involves:

a. the ability to articulate phonological features of the language comprehensibly
b. mastery of stress, rhythm, intonation patterns
c. an acceptable degree of fluency
d. transactional and interpersonal skills

e. skills in taking short and long speaking turns

f. skills in the management of interaction

g. skills in negotiating meaning

h. conversational listening skills (successful conversations require good listeners as well as good speakers)

i. skills in know about and negotiating purposes for conversations

j. using appropriate conversational formulae and fillers

Noah (1974:4) states that speaking is often called of oral ability that has function to communicate with others in oral communicate. An oral communication is a two way process between speaker and listener or listening with understanding.

The skill or ability in speaking is discussed in this section. Actually the people in the world have speaking ability because speaking is something we always do in every activity to communicate with other people and to make a good relationship with other people in community and society. It comes from sounds that human produce, the sounds turns to words which have meanings and are usual to communicate to others. Here, speaking has an important role in environment and relation in human activity. The development of oral ability (speaking ability) is a good motivation resource to the learners. Here are some points to pay attention to:

1. Try out to find demonstrating way to the learner that is making progress in language all the time

2. Ensure that controlled practice when you will monitor and want to correct the learners performance matched by opportunities for free expression when the learner should not be discouraged by correction
3. Show the learners how to make the best use of the little word they know

In the English learning process, it often happens that there are some students having good and poor English speaking ability and the students that have English speaking ability are those that have ability to communicate in speaking English fluently with clear pronunciation, grammar mastery and vocabulary, and comprehension to understand speaking in communication.

E. Learning Style and Speaking Ability

Learning style has an important place in the lives of individuals. When the individual knows hishe/her learning style, she/he will integrate it in the process of learning so she/he will learn more easily and fast and will be successful. Another advantage of the identification of the own learning style by the student is that it will help the student to become an effective problem solver. The more successful the individual is at solving the problems she/he faces, the more control she/he will take over hishe/her own life. It is important that individuals receive education in areas suitable for their learning styles. A person educated in an areahaving no relationship to hishe/her learning style may lack confidence and she/he may be successful; she/he may as a result become frustrated.

Courses in learning style and speaking ability have a prominent place in language programs around the world today. Ever-growing needs for fluency in

English around the world because of the role of English as the world's international language have given priority to finding more effective ways to teach English. It is therefore timely to review what our current assumptions and practices are concerning the teaching of these crucial language ability. Our understanding of the nature of listening and speaking has undergone considerable changes in recent years, and in this booklet want to explore some of those changes and their implications for classroom teaching and materials design.

The teaching of listening has attracted a bigger level of interest in recent years than it did in the past. Now, university entrance exams, exit exams, and other examinations often include a listening component, acknowledging that listening ability are a core component of second-language proficiency, and also reflecting the assumption that if listening is not tested, teachers would not teach it. Earlier views of listening showed it as the mastery of discrete ability or microability, such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, and that these ability should form the focus of teaching. Later views of listening drew on the field of cognitive psychology, which introduced the notions of bottom-up and top-down processing and brought attention to the role of prior knowledge and schema in comprehension.

Listening came to be seen as an interpretive process. At the same time, the fields of discourse analysis and conversational analysis revealed a great deal about the nature and organization of spoken discourse and led to a realization that reading written texts aloud could not provide a suitable basis for developing the

abilities needed to process real-time authentic discourse. Hence, current views of listening emphasize the role of the listener, who is seen as an active participant in listening, employing strategies to facilitate, monitor, and evaluate his or her listening.

In recent years, listening has also been examined in relation not only to comprehension but also to language learning. Since listening can provide much of the input and data that learners receive in language learning, an important question is: How can attention to the language the listener hears facilitate second language learning? This raises the issue of the role "noticing" and conscious awareness of language form play, and how noticing can be part of the process by which learners can incorporate new word forms and structures into their developing communicative competence.

For many years people taught speaking by having students repeat sentences and recite memorized textbook dialogues. Audiolingual repetition drills were design to familiarize students with the sounds and structural patterns of the target language (the language which learners are aiming to learn). People supposedly learned to speak by practicing grammatical structures and then later using them in conversation. So an audiolingual speaking lesson might involve an interaction.

The concept of habit formation of behaviorism is theoretical basis of the audiolingual method. Since learners needed to form good habits, lessons involved a great deal of repetition. Students were not supposed to form bad habits, so teachers treated spoken errors quickly. Teachers worried that if errors were left untreated the students might learn those erroneous forms.

For many years, teaching speaking involved providing students with the components of the language, in hopes that they wwould eventually put them all together and speak. So the students might spend several semesters repeating after the teacher, studying grammar rules, reicting dialogues, and learning vocabulary. Unfortunately, actual conversations did not sound like the textbook dialogues.

From the discussion of both learning styles and speaking ability above, it appears to a stand point that speaking ability and learning styles is the two different poles which are indispensably interrelated. Theories of speaking ability as referred above are chiefly emphasizing some crucial points of views about the speaking that the students at school is usually engaged with. They are not unfamiliar with this matter because it is a ability that they always encounter every time they have an English subject at school.

Nevertheless, learning styles are an aspect that the students always deal with while employing their efforts to perceive the lessons at school ultimately. They have a great tendency to be more convenient with a style which fits them best for learning, so that it becomes their favorites. As a matter of fact, the reality of the condition and situation occurring in many schooling places in this country particularly does not concern much on this issue. What's more, most teachers teach their as the way they want to regardless the learning styles of their learners. As a result, most of their learners often find many difficulties to match their learning styles and the teachers' teaching styles, so that they often fall to achieve their maximum learning.

The speaking ability theories are also going to be put to draw attention to the learning styles which mostly preferred by the students to get a clearer understanding between their speaking skill improvement and their efforts to achieve it on the basis of their styles of learning. Therefore, the efforts which appear to be prominent to achieve the successfulness of the speaking skill improvement based on the learning style preferences shall further be acknowledged.

F. Conceptual Framework

Speaking consist variation speaking ability that demanded a certain ability to master it. VARK model are differs ability that each other have a certain emphasizing. This research is concerned with finding out the differences is speaking ability among the different learning styles of VARK model, there are Visual, Auditory, Read and Kinesthetic. The researcher will cooperate with the teacher to get the data of student's speaking ability, according to speaking ability value or grade. Researcher will use questionnaire to know learning style of the student.

Researcher will compare the data of learning styles and speaking to find the differences in speaking ability among the different learning styles of VARK model. To analyze the data, researcher used Analysis Variant (Anava) and Multi Regression test, which describe as much as differences in speaking ability among the different learning styles of VARK model.

The result of research can give some gain for the students, English teacher, the parents and everyone in their teaching learning process, especially in teaching speaking.

G. Hypothesis

The hypothesis of this research is there are differences in speaking ability among the different learning styles of VARK model.

CHAPTER III

RESEARCH METHOD

In this chapter the writer presents design, research variable, population of the research, sample and sampling technique, research instrument, validity and reliability of the instrument, technique of collecting data, and technique of analyzing data.

A. Research Design

This research is concerned primarily at finding out differences in speaking ability among the different learning styles of VARK model. The design of this research is the comparative study. After the problem has already occurred, this study takes the data. It is also of the ex-post facto. Sugiyono (1998: 3) states: "An ex-post facto research is a kind of research that studies an even already happened through which a researcher collects data related to some factors possibly preceding or affecting the event studied".

In this study, an event already happens is speaking ability, the factors possibly preceding and affecting the event are the students learning style.

B. Research Variable

This study involves four independent variables and one dependent variable. The independent variables are visual learning style, auditory learning style, read learning style and kinesthetic learning style (symbolized by X1, X2, X3, and X4)

and the dependent variable is the speaking ability of the students (symbolized by Y).

Based on the explanation above the writer draws the research design as follows:

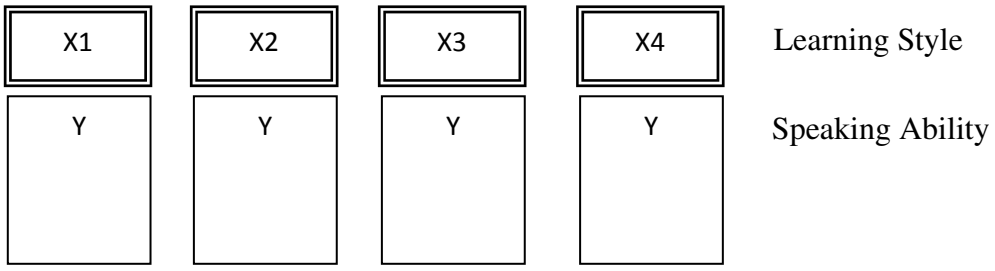

Diagram 3.1

The possible differences in speaking ability among the different learning styles of VARK model

C. Population of the Research

Population is a number of people that have the same characteristics from which the data are collected. Arikunto (1998: 115) defines population as all of research subject.

The population of this research is the second grade students of SMPN 1 Wates. The number of population are173 students who are divided into 6 classes. They are 29 students from class VIII A, 29 students from class VIII B, 29 students from class VIII C, 29 students from class VIII D, 28 students from class VIII E, and 29 students from class VIII F.

D. Sample and Sampling Technique

Sample is a part of population that is employed to elicit the data of the research study. Therefore, there sample must represent the whole population. Sample is a set of some but not all of the observations (or other things) relevant to question being discussed. The sample of this research is a part second grade student of SMPN 1 Wates.

The research used Sloving sampling-techniques (Furchan, 2002)

$$n = \frac{N}{1 + N\,(d^2)}$$

Where:

n : Sample

N : Population

d^2 : Significance value

$$n = \frac{173}{1 + 173\,(0.05^2)}$$

$$n = 121$$

Numbers of sample are 121 students from 173 total populations.

E. Research Instrument

The instrument is a means of deciding the quality of the collected data and the quality of the data itself will determine the quality of the research in order to find the four variables. According to (Suryabrata, 1987) an instrument is a means of deciding of the data. The instrument to collect data is questionnaire.

1. Learning style questionnaire

   a. SL (selalu) stands for always, score 4

   b. SR (Sering) stands for often, score 3

   c. KD (kadang-kadang) stands for sometimes, score 2

   d. TP (tidak pernah) stands for never, score 1

No.	Indicator	Number	Total
1.	Visual learning style	1 – 10	10
2.	Auditory learning style	11 – 20	10
3.	Read learning style	21 - 30	10
4.	Kinesthetic learning style	31 - 40	10

Learning indicator of learning style questionnaire are made by the researcher based Dunn (1989). Thus minimum score of each item of learning style questionnaire is 1 and the maximum score is 4.

2. Speaking ability score

To get data of speaking ability, researcher will be cooperated with the teacher by taken a score from English teacher about value or grade of students speaking ability.

F. Validity and Reliability of the Instrument

1. Validity

According to Arikunto (1998; 161), the validity is a measurement that shows the level of an instrument. In this research the researcher uses item validity where the function of it is to find the validity of each item in the

instrument. To verify the item validity of instrument, each item of the test is correlated with the total score by using Karl Pearson "Product Moment Correlation" The formula is:

$$r_{xy} = \frac{n\sum X_1 Y_1 - (\sum X_1)(\sum Y_1)}{\sqrt{\{n\sum X_1^2 - (\sum X_1)^2\}\{n\sum Y_1^2 - (\sum Y_1)^2}}$$

Where:

r_{xy} : the correlation coefficient

$\sum X_i Y_1$: the sum of product between X score and Y score

$\sum X_i$: the sum of product X score

$\sum Y_1$: the sum of product Y score

n : the number of subject

Criteria:

a. r value > r table so a questionnaire valid

b. r value < r table so a questionnaire invalid

2. Reliability

It deals with reliance. It means that test can give consistent and stable result of condition of the subject when it is given repeatedly. To find out the reliability of instrument, the writer uses the alpha cronbach formula, the formula is:

$$ri = \frac{K}{(K-1)}\left(1 - \frac{\sum S_t^2}{S_i^2}\right)$$

Where:

ri : reliability coefficient

K : mean square of subject

$\sum S_t^2$: total mean square

S_i^2 **:** total Variance

Criteria:

a. r value > r table so a questionnaire has high reliability

b. r value < r table so a questionnaire has low reliability

G. Technique of Collecting Data

The technique of collecting data used in this research is testing. It is appropriate because the data of this research are quantitative. Nurgiantoro (2002) states that the data for collecting quantitative research is the test. He further states, a test is asset of stimulant given to the subjects to obtain the answer which can be basic for determining the students ability in complex sentence.

The data are Learning Styles questionnaire in the form of multiple choices and speaking ability score. First, the researcher prepares the questionnaire to the test the research subjects. Second, asks for permission from the related institution. Third, the data collecting is conducted by giving the questionnaire to the subjects. Fourth, take the speaking ability score. The last, the answers get from the subjects are scored.

H. Technique of Analyzing Data

To analyze the correlation between VARK models learning style and speaking ability by taking into account a variety of learning styles, the researchers used the ANAVA test and multiple regressions. The requisite of ANAVA test is the data should be normally distributed and the data should come from populations that having the same Variance. Therefore, before doing ANAVA test it is important to perform normality test and homogeneity test

1. Normality Testing

   Normality test is intended to show that the samples come from a normal distribution population. Researcher used a of Kolmogorov-Smirnov technique to find out the normality of data. Thus, normality is proven if the test results are not significance to a level of significance (α) certain (α = 0.05). Conversely if significance, the normality tests result not proven.

   1) Hypothesis

      H0: Sample comes from the normal distribution population.

      H1: Sample does not come from the normal distribution population.

   2) Criteria

      a) The value of significance > α, so the samples from the normal distribution population.

      b) The value of significance < α, so the samples are not from the normal distribution population

2. Homogeneity Testing

Homogeneity test is intended to show that two or more group of sample come from a population which had a same Variance. The homogeneity testing was processed by SPSS program. The interpretation was used according to based on mean. The provisions is to get the Variance, then the probability value should be bigger than 0.05.

This provision is based on the decision of hypothesis acceptance. If the probabilities more than 0.05 then H0 is accepted that means Variance compared to the same group. If this happens then the requirements are met. If the probabilities less than 0.05 then H0 is rejected that means Variance that is compared is not derived the same group and further analysis cannot be forwarded.

1) Hypothesis

H0: Variance in every group is same

H1: Variance in every group is different

2) Criteria

1) The value of significance > α, so Variance in every sample is same

2) The value of significance < α, so Variance in every sample is different

3. Hypothesis Testing

a. Analysis Variant (ANAVA)

ANAVA is one of comparison testing that used to testing the different mean for two or more variables. The concept of ANAVA is analyzed two or more variables in group (within) or outside of group (between).

To use the ANAVA procedure the several requirements must be met. Some of which are as follows:

a) Diversity of Variance

Dependent variable should have a diversity of variance (homogeneity of variance) in each category of the independent variables. To determine the diversity of the variance, the researceher was used the probability (significance) at the Levene's test of variance homogeneity. Provisions are to obtain the variance of diversity, and then the probability figures should be more than 0.05. This provision is based on the decision of hypothesis acceptance. If the probabilities > 0.05 so H0 are accepted that means variance compared to the same group. If this happens then the requirements are met. If the probabilities < 0.05 so H0 is rejected that means variance that is compared is not derived the same group and further analysis cannot be forwarded.

b) Random sample

In significance testing, the subjects in each group must be chosen at random or in other words using probability techniques.

c) Data have interval scale

d) the group that compared comes from a different sample or the respondents different between the groups

e) The Independent variables should be non-metric or have ordinal scale

f) The dependent variables should be metric / scale interval

g) Did not violate the sphericity assumption

Provision or interpretation Analysis Variant (ANAVA) based on the decision of acceptance of the hypothesis. If the probabilities < 0.05 so H0 is accepted that means there are significance differences between the learning styles of Visual, Auditory, Read and Kinesthetic on Speaking ability. If the probabilities > 0.05 so H0 is rejected, which meant there was no significance difference between learning styles of Visual, Auditory, Read and Kinesthetic on Speaking ability.

1) Hypothesis

H0: Visual Learning styles, Auditory, Read and Kinesthetic has no differences on the ability Speaking

H1: Visual Learning styles, Auditory, Read and Kinesthetic has differences on the Speaking ability

2) Criteria

a) The value of significance < α (0.05) so H0 is rejected and H1 accepted.

b) The value of significance > α (0.05) so H0 is accepted and H1 rejected.

b. Multiple Regressions Test

Multiple regression test is a statistical technique that simultaneously develop a mathematical relationship between two or more independent variables and the dependent variable.

Multiple regressions test was used as a continuation of the ANAVA test which has been known the significance influence between independent variables and the dependent variable. Multiple regressions test can predict the influence of two or more independent variables to the dependent variable.

This model assumes a straight line relationship between the dependent variable with each independent variable. This relationship can be formulated as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon i$$

Where:

Y : Speaking Ability

α : Constant

$\beta_1 - \beta_4$: Koefisien regresi variable independent

X_1 : Visual Learning Style

X_2 : Auditory Learning Style

X_3 : Read Learning Style

X_4 : Kinesthetic Learning Style

1) Hypothesis

H0: The influence of VARK learning style and speaking ability can be predicted.

H1: The influence of VARK learning style and speaking ability cannot be predicted.

2) Criteria

a) If the value of significance < α (0.05) so H0 accepted and H1 rejected

b) If the value of significance > α (0.05) so H0 rejected and H1 accepted.

CHAPTER IV

RESEARCH FINDING

In this chapter the researcher presents validity and reliability of the data and result of analyzing data.

A. Validity and Reliability of the Instrument

1. Validity of the Instrument

The researcher used Karl Pearson "Product Moment Correlation" to verify the validity of instrument. The calculation was performed manually by counting each item validation. Analysis was performed on all instrument items. Criteria testing is done by comparing the count r with r table at level α = 0.05.

The type of validity is item validity that used to determine are 40 items from 4 indicators. Based on the following table:

Table 4.1
Distribution of Validation Items

No	Indicator	Validation		Total
		Valid	Invalid	
1.	Visual (1 – 10)	10	0	10
2	Auditory (11 – 20)	10	0	10
3	Read (21 – 30)	10	0	10
4	Kinesthetic (31 – 40)	10	0	10
Total item				**40**

From the table above, it can be seen that all of items are valid and can be used for research.

2. Reliability of the Instrument

In this case the calculation of the reliability of the instrument uses Alpha Cronbrach. From manual calculated, it is found that alpha for student's learning style is 0.760. The result means that the instruments are reliable, which r value > r table (0.176).

Sugiyono (2003) said that interpretation of the value of correlation coefficient is as follows:

Table 4.2
Interpretation of Internal Coefficient (r)

Interval Coeficient (r)	Interpretation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Fair
0.60 – 0.799	High
0.80 – 1.000	Very High

The score of r table is the range 0.60 – 0.799 (0.760), it means that the instrument of the students Learning Style is reliable. So the instrument can be used for research.

B. Result of Analyzing Data

5. Normality and Homogeneity Test

The requirements that must be met in Analysis Variant (ANAVA) and multiple regression tests are the data have a normally distributed and the data should come from populations having the same Variance, therefore it is necessary to test normality and homogeneity test.

1) Normality Test

This test was aimed revealing whether the distribution of the score is normal or not. In this research it can be concluded that distribution of the three sets of data is normal. Normality processed by SPSS program. It is can be seen in the following table:

Table 4.3
The Test of Normality of Student's Learning style and Student's Speaking Ability

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Speaking_ability	Statistic	Df	Sig.	Statistic	df	Sig.
Visual	.175	3	0.156	0.521	3	0.210
Auditory	.387	3	0.260	0.833	3	0.540
Read	.260	3	0.180	0.669	3	0.375
Kinesthetic	.280	3	0.223	0.783	3	0.383
Interpretation			**Normal**			**Normal**

Based on the table above, showed that every variable has normal distribution. This is evident from the significance (sig.) which more than 0.05 (α). Visual 0.156 > 0.05, Auditory 0.180 > 0.05, Read 0.260 > 0.05, Kinesthetic 0.223 > 0.05 so it means that ANAVA test and multiple regression test can be continued.

2) Homogeneity Test

Homogeneity test is intended to show that two or more group of sample come from a population which had a same variance. Homogeneity processed by SPSS program. It is can be seen in the following table:

Table 4.4
Test of Homogeneity of Variances

Speaking_ability

Levene Statictic	df1	df2	Sig.
4.405	3	117	.357

Based on the table above shows that the significance value is 0.357 and bigger than 0.05 (α). Its mean that the variance of the two group sets are equal (homogeneity), so it means that ANAVA test and multiple regression test can be continued.

6. Data Description

The description of variables is presented statistically that is followed by the presentation of the result of the data analysis. The presentation used the procedure that consists of the calculation of the number of cases, the maximum score, the minimum score, the mean and the standard deviation.

Through this stage we can get several descriptions about the relationship beetwen VARK learning style and speaking ability from the average in each group. Besides, we can also know the difference the acquisition of minimum and maximum values obtained by each variable. So we can know the general description of the effect of each independent variable to the dependent variable.

Table 4.5
Statistical Data of Student's Learning Style and Speaking Ability

Learning style	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Visual	24	82.63	1.408	.287	82.03	83.22	80	85
Auditory	38	87.39	1.953	.317	86.75	88.04	84	90
Read	29	81.97	1.700	.316	81.32	82.61	80	86
Kinesthetic	30	83.63	1.273	.232	83.16	84.11	80	86
Total	121	84.21	2.763	.251	83.72	84.71	80	90

Based on the table above, several conclusions can be drawn as follows:

1. There are 24 students who have a visual learning style and have an average value of 82.63 with range of minimum and maximum value 80 until 85.
2. There are 38 students who have auditory learning styles and have an average value of 87.39 with range of minimum and maximum value 84 until 90. Auditory Learning style is most preferred by the students and has a positive influence on the value of speaking ability with the highest average score is 87.39.
3. There are 29 students who have Read learning styles and have an average value of 81.97 with range of minimum and maximum value 80 until 86. This learning style has the lowest average score is 81.97.

4. There are 30 students who have learning styles Kinesthetic and has an average value of 83.63 with range of minimum and maximum value 80 until 86.

7. Analysis Variant (ANAVA)

ANAVA is one of comparison testing that used to testing the different mean for two or more variables. The concept of ANAVA is analyzed two or more variables in group (within) or outside of group (between). Analysis Variant (ANAVA) processed by SPSS.

To know about the variables are different then test followed by Tukey's test and test Schefe. Schefe Tukey test and a comparison test were used to know the difference on all variables to obtain a satisfactory conclusion. Each variable will be tested how big influence on speaking ability.

Table 4.6
Analysis Variant Test

Speaking_ability

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	601.777	4	200.592	74.592	.000
Within Groups	314.636	117	2.689		
Total	916.413	12`1			

Based on the table it can be seen that the results of the analysis indicate that the value of F = 74.592 with significance value of 0.000. Significance value is smaller than 0.05 (α) its means that there are significance differences between Visual learning style, Auditory learning style, Read learning style and Kinesthetic learning style to speaking ability.

After we know that there are significance differences between VARK learning style and speaking abilities, furthermore the test will continue by Tukey and Schefe test to know about the differences of each learning style to speaking ability. Here is a table that shows the multiple comparisons of each learning style to influence the speaking ability.

Table 4.7
Multiple Comparisons

	(I) Learning _style	(J) Learning _style	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	1	2	-4.770*	.428	.000	-5.92	-2.62
		3	-.659*	.453	.002	-1.56	1.87
		4	-1.008*	.449	.000	-2.21	.20
	2	1	4.770*	.428	.000	2.62	5.92
		3	5.429*	.404	.000	4.34	6.51
		4	3.761*	.401	.000	2.69	4.84
	3	1	.659*	.453	.002	-1.87	1.56
		2	-5.429*	.404	.000	-6.51	-4.34
		4	-.1668*	.427	.001	-2.81	-.52
	4	1	1.008*	.449	.000	-.20	2.21
		2	-3.761*	.401	.000	-4.84	-2.69
		3	1.668*	.427	.001	-52	2.81
Schefe	1	2	-4.770*	.428	.000	-5.92	-3.64
		3	-.659*	.453	.002	-1.56	1.87
		4	-1.008*	.449	.000	-2.21	.20
	2	1	4.770*	.428	.000	3.64	5.92
		3	5.429*	.447	.000	4.25	6.61
		4	3.761*	.393	.000	2.73	4.80
	3	1	.659*	.453	.002	-1.87	1.56
		2	-5.429*	.444	.000	-6.61	-4.25
		4	-.1668*	.392	.001	-2.71	-.63
	4	1	1.008*	.449	.000	-.20	2.21
		2	-3.761*	.393	.000	-4.80	-2.73
		3	1.668*	.392	.001	63	2.71

*. The mean difference is significance at the 0.05 level

Where:

- 1 : Visual
- 2 : Auditory
- 3 : Read
- 4 : Kinesthetic

Based on the table above, it appears that each learning style has a significancely value smaller than 0.05 (α) means that each learning style has a significance difference on speaking ability. It is also evident from the sign (*) are meant to show a significance difference.

Therefore some conclusions can be drawn as follows:

1) Tukey HSD
    a) Visual Learning Style
        - Visual learning style has a mean difference and influential the relationship of 4.770 times smaller than Auditory learning style to speaking ability.
        - Visual learning style has a mean difference and influential the relationship of 0.659 times smaller than Read learning style to speaking ability.
        - Visual learning style has a mean difference and influential the relationship of 1.008 times smaller than a Kinesthetic learning style to speaking ability.

b) Auditory Learning Style

- Auditory learning style has a mean difference and influential the relationship of 4.770 times bigger than Visual learning style to speaking ability.
- Auditory learning style has a mean difference and influential the relationship of 5.429 times bigger than learning style Read on speaking ability.
- Auditory learning style has a mean difference and influential the relationship of 3.761 times bigger than kinesthetic learning style to speaking ability.

c) Read Learning Style

- Read learning style has a mean difference and influential the relationship of 0.659 times bigger than visual learning style to speaking ability.
- Read learning style has a mean difference and influential the relationship of 5.429 times smaller than auditory learning style to speaking ability.
- Read learning style has a mean difference and influential the relationship of 1.668 times smaller than kinesthetic learning style to speaking ability.

d) Kinesthetic Learning Style

- Kinesthetic learning style has a mean difference and influential the relationship of 1,008 times bigger than Visual learning style to speaking ability.

- Kinesthetic learning style has a mean difference and influential the relationship of 3.761 times smaller than Auditory learning style to speaking ability.
- Kinesthetic learning style has a mean difference and influential the relationship of 1.668 times bigger than learning style Read on speaking ability.

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b) Auditory Learning Style

- Auditory learning style has mean difference and influential the relationship of 4.770 times bigger than Visual learning style to speaking ability.
- Auditory learning style has a mean difference and influential the relationship of 5.429 times bigger than learning style Read on speaking ability.

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c) Read Learning Style

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- Kinesthetic learning style has a mean difference and influential the relationship of 3.761 times smaller than Auditory learning style to speaking ability.
- Kinesthetic learning style has a mean difference and influential the relationship of 1.668 times bigger than learning style Read on speaking ability.

Based on the ANAVA test can be drawn a conclusion that there are significance difference between Visual, Auditory, Read and Kinesthetic Learning style to speaking ability. Beside that Auditory learning style has a highest difference than the other learning style. The order is as follows:

1. Auditory
2. Kinesthetic
3. Read
4. Visual

8. Multiple Regression Test

Multiple Regression testing is intended to test and predict the effect of two or more independent variables on the dependent variable. Multiple regressions test is used as a continuation of the ANAVA test which has been known to influence a significance difference between the independent variable (Visual, Auditory, Read and Kinesthetic learning style) and the dependent variable (speaking ability).

Some of the following table will explain the results of multiple regression tests:

Table 4.8
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917[a]	.842	.836	0.21182

Based on the Summary table above, there are some conclusions that can be drawn:

1) The value of the coefficient R = 0.917 indicates a strong correlation or relationship between the Visual, Auditory, Read and Kinesthetic learning styles on speaking ability, which if R coefficient closer to 1, its mean that the correlation between the independent and dependent variable is getting stronger.
2) The value of Adjusted R is 0.836, its means that 83.6% speaking ability is affected by the value of Visual, Auditory, Read and Kinesthetic learning style, while the rest (100% - 83.6% = 17.4%) affected by other factors.
3) The value of standard error of estimate (SEE) is 0.21182, its mean that the smaller the SEE value will make the appropriate regression model in predicting the dependent variable.

Table 4.9
ANAVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	771.333	4	192.833	154.181	.000[a]
	Residual	145.080	117	1.251		
	Total	916.413	121			

a. Predictors: (Constant), Visual, Auditory, Read, Kinesthetic
b. Dependent Variable: Speaking_Ability

Based on ANAVA or F test table, the calculated F values obtained for 154.181 with significance 0.000. F count > F table (5.66) and Significance value < α (0.05), it mean that the independent variables together comprising Visual (X1), Auditory (X2), Read (X3) and Kinesthetic (X4) significancely affects Speaking Ability, so the equation regression line can be used for prediction.

Table 4.10
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations			Collinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-.103	.035		1.796	.000					
	Visual (X1)	.113	.009	.124	2.014	.006	.351	.214	.206	.883	1.132
	Auditory (X2)	.634	.010	.861	9.090	.000	.907	.899	.816	.899	1.113
	Read (X3)	.125	.013	.156	2.152	.008	.409	.305	.342	.895	1.118
	Kinesthetic (X4)	.366	.019	.345	3.699	.000	.554	.525	.537	.884	1.131

a. Dependent Variable: Speaking_Ability

Based on the Coefficients table above, can be taken two mathematical equations, there are:

a) Unstandardized Coefficients

This equation involves the Constant value involves the influence of other variables beyond four independent variables. The formula is as follows:

Speaking abiity = - 0.103 + 0.113 X1 + 0.634 X2 + 0.125 X3 + 0.366 X4

- The value of coefficient constanta is negative, its mean that in the absence of variable Visual, Auditory, Read and Kinesthetic, the value of speaking abilities tend to decline, otherwise the value of speaking ability will go up if influenced by Visual, Auditory, Read and Kinesthetic learning style.
- The value of visual regression coefficient (X1) is positive states that visual variables would provide an increase of 11.3% on the speaking ability.
- The value of auditory regression coefficient (X2) is positive states that auditory variables would provide an increase of 63.4% on the speaking ability.

- The value of read regression coefficient (X3) is positive states that read variables would provide an increase of 12.5% on the speaking ability.
- The value of kinesthetic regression coefficient (X4) is positive states that kinesthetic variables would provide an increase of 36.6% on the speaking ability.

b) Standardized Coefficients

By using the standardized effect, the other variables beyond four independent variables are not taken into account anymore. The formula is as follows:

Speaking ability = 0.124 X1 + 0.861 X2 + 0.156 X3 + 0.345 X4

- The value of visual regression coefficient (X1) is positive states that visual variables would provide an increase of 12.4% on the speaking ability.
- The value of auditory regression coefficient (X2) is positive states that auditory variable would provide an increase of 86.1% on the speaking ability.
- The value of read regression coefficient (X3) is positive states that read variable would provide an increase of 15.6% on the speaking ability.
- The value of kinesthetic regression coefficient (X4) is positive states that kinesthetic variable would provide an increase of 34.5% on the speaking ability.

Based on the results, it can be seen that the auditory learning stle provide improvement more than the other leaning style on speaking ability. The increase is 63.4% if the external variable is calculated and 86.1% if the outer variable is not

calculated. Therefore, it can be predicted and sorted that the variables that most give rise to the speaking ability is auditory variable (X2) and then followed by the variable Kinesthetic, Read and Visual. This result is same to the calculation of Analysis of Variance (ANAVA) which when viewed from the mean difference variable that has a bigger impact is auditory variable, followed by Kinesthetic, Read and Visual variables.

Based on the results of t-test shows that the values of t value from the fourth dependent variable (VARK) is bigger than t table (t table = 1.646) and the significance value is smaller than 0.05 means that the variable Visual, Auditory, Read and Kinesthetic has a significance effect on speaking ability.

Colinearity is to test whether the regression model found a high correlation between the independent variables or perfect. If the independent variable occurred between perfect multicollinearity, the regression coefficient of the independent variable cannot be determined and standard error into infinity. VIF values in the column for four independent variable collinearity below or less than 5 (five) means that all the independent variables are nonmultikolinearitas or no high or perfect correlation between the independent variable so that the regression line equation can be determined.

To test the dominant variable, first known contribution of each independent variable is tested against the dependent variable. Contribution of each variable is known from the squared of simple correlation on independent and dependent variables. We can determine the dominant variable by count the zero-order coefficient in the table.

Table 4.11
Dominant Variabel

Variable	R	R^2	Contribution (%)
Visual (X1	0.351	0.1232	12.32
Auditory (X2)	0.907	0.8226	82.26
Read (X3)	0.409	0.1672	16.72
Kinesthetic (X4)	0.554	0.3069	30.69

The table above shows that the most dominant variable and contribute most to the value of speaking ability is variable Auditory (82.26%), followed by Kinesthetic variable (30.69%), Read (16.72%) and Visual (12.32%).

After used Analysis Variant and multiple regression tests then obtained the same result, that there are significance different between Visual, Auditory, Read and Kinesthetic learning style on speaking ability. Based the ANAVA test results showed that the auditory learning style is more influential on speaking ability, followed by Kinesthetic learning styles, Read and Visual. Similarly, the multiple regression tests showed that more Auditory learning style has a major contribution and predicted a positive effect to increase speaking ability, followed by Kinesthetic learning styles, Read and Visual.

This analysis results in line with the theory put forward by LdPride (2008) which suggests that people who have Auditory learning style has the speaking ability is higher than those who have other learning styles. This is because the auditory learning style of people will hear the pronunciation of each word carefully and easily mimicked every word he heard. Auditory learners are good at writing responses to

lectures they've heard. They're also good at oral exams, effectively by listening to information delivered orally, in lectures, speeches, and oral sessions.

Auditory learners are good at storytelling. They solve problems by talking them through. Speech patterns include phrases "I hear you; that clicks; it's ringing a bell", and other sound or voice-oriented information. These learners will move their lips or talk to themselves to help accomplish tasks (Vincent, 2001). Characteristics of auditory learning style according to Coffield (2004) are they learn best in lecture and discussion types of environments and are usually comfortable speaking in a group setting. They also think through and imagine conversations in their heads and often enjoy presentations, are it in class, work, or theatre stage settings. The ability to verbally explain information well, notice music and sound effects, absorb foreign languages, remember and retain conversations, and follow spoken directions are also common characteristics of an auditory learner.

The basic key to using your auditory learning strengths to improve your auditory, hands-on, and interpersonal learning ability is to repeat, repeat, and repeat. For example, read aloud information you are processing or practice describing pictures or charts instead of letting only your eyes absorb the visual information. When meet new people, take a moment to say their names to yourself in your head. As you listen to someone speaking, in your head create pictures or other graphic representations of what they are saying.

Auditory learners are fortunate because society from classrooms to conference rooms to conversations with family is awash with information embedded in sounds and voices. The best ways to utilize auditory learning strengths are to:

- Repeat information aloud or close your eyes and repeat the information to yourself in your head
- Record lectures or presentations to listen to again later
- Participate in study groups or other group learning environments
- Verbally summarize new information for family and friends to help you retain it
- Read aloud to yourself or others
- Learn foreign languages by listening to language tapes
- Watch videos or other mixed media in which information is conveyed through both auditory and visual means
- Transfer important facts and information into songs or poems.
- Take notes that utilize key words and thematic groupings to trigger auditory memories
- Remember details by trying to "hear" previous discussions.
- Ask questions and volunteer in class.
- Whisper new information when alone

Here are some strategies are taught using the auditory method:

a) Teach auditory learners by using sounds, music and speech. They remember new information best by hearing it. Words stick in their memory so teach them by speaking out loud.

b) Tell students how to do something instead of showing them. Tell them step by step because they remember verbal instructions best. Also, explain how to use something instead of just showing them. The words they hear will stick in their memories.

c) Keep music in the room. Auditory learners like sound when they are trying to concentrate. Some even prefer to work near others or with a television on. A quiet room can be distracting to them.

d) Train auditory learners to read things out loud. Tell them to read books to a pet or to listen to stories on tape. They may forget a story if they only read the words on a page.

e) Teach them to spell by saying words out loud and hearing each sound. Teach them to look at a word and say the word out loud. Then say each letter out loud, look away, remember what it sounds like and spell it out loud.

f) Make jingles for remembering facts or use each letter of a word to make a rhyme. Teach auditory learners to remember lists by creating rhymes with each first letter in the list. Visual learners also like jokes and riddles.

g) Teach math by reciting facts out loud. Auditory learners like to hear the question and the answer out loud. Flashcards work great with this group.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher tries to draw a conclusion related to what is found. In this research and followed by some suggestions.

A. Conclusion

Learning styles are good indicators of how learners approach task or problems encountered during the process of speaking ability. The students must also know their learning style in acquiring speaking ability. They must choose the appropriate way suitable to them. On the other hand, the students use the other way or style do not suitable to them should work hard to follow and acquire speaking ability.

The VARK inventory (Fleming and Mills, 1992) was used these categories user according to modal preference for learning: Visual, Auditory, Read and Kinesthetic. Each single preference can be mils, strong or very strong preference for that mode. Good learning style will make it easier for the students to speak in English. The researcher limit this study on the relationship between Visual, Auditory, Read and Kinesthetic (VARK models) learning style to speaking ability on the second grade students of SMPN 1 Wates to find out differences in speaking ability among the different learning styles of VARK model.

The design of this research is categorized as a comparative study. After the problem has already occurred, this study takes the data. The population of this research is the second grade students of SMPN 1 Wates. The number of

population are 173 students who are divided into 6 classes. They are 29 students from class VIII A, 29 students from class VIII B, 29 students from class VIII C, 29 students from class VIII D, 28 students from class VIII E, and 29 students from class VIII F. Numbers of sample are 121 students from 173 total populations.

The instrument to collect data are learning styles questionnaire and data of speaking ability taken a score from English teacher about value or grade of students speaking ability.

To analyze the correlation between VARK models learning style and speaking ability by taking into account a variety of learning styles, the researchers used the ANAVA test and multiple regressions. ANAVA is one of comparison testing that used to testing the different mean for two or more variables. The concept of ANAVA is analyzed two or more variables in group (within) or outside of group (between).

Based on the Tukey test and Schefe test in Analysis Variant, it appears that each learning style has a significancely value smaller than 0.05 (α) means that each learning style has a significance difference on speaking ability. It is also evident from the sign (*) are meant to show a significance difference.

Therefore some conclusions can be drawn as follows:

1) Tukey HSD
    a) Visual Learning Style

- Visual learning style has a mean difference and influential the relationship of 4.770 times smaller than Auditory learning style to speaking ability.
- Visual learning style has a mean difference and influential the relationship of 0.659 times smaller than Read learning style to speaking ability.
- Visual learning style has a mean difference and influential the relationship of 1.008 times smaller than a Kinesthetic learning style to speaking ability.

b) Auditory Learning Style

- Auditory learning style has a mean difference and influential the relationship of 4.770 times bigger than Visual learning style to speaking ability.
- Auditory learning style has a mean difference and influential the relationship of 5.429 times bigger than learning style Read on speaking ability.
- Auditory learning style has a mean difference and influential the relationship of 3.761 times bigger than kinesthetic learning style to speaking ability.

c) Read Learning Style

- Read learning style has a mean difference and influential the relationship of 0.659 times bigger than visual learning style to speaking ability.
- Read learning style has a mean difference and influential the relationship of 5.429 times smaller than auditory learning style to speaking ability.
- Read learning style has a mean difference and influential the relationship of 1.668 times smaller than kinesthetic learning style to speaking ability.

d) Kinesthetic Learning Style

- Kinesthetic learning style has a mean difference and influential the relationship of 1,008 times bigger than Visual learning style to speaking ability.
- Kinesthetic learning style has a mean difference and influential the relationship of 3.761 times smaller than Auditory learning style to speaking ability.
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Based on the ANAVA test can be drawn a conclusion that there is a significance difference between Visual, Auditory, Read and Kinesthetic

Learning style to speaking ability. Beside that Auditory learning style has a bigger influence than any other learning style. The order is as follows: (1) Auditory; (2) Kinesthetic; (3) Read, (4) Visual.

Multiple Regression testing is intended to test and predict the effect of two or more independent variables on the dependent variable. Based on the Coefficients table above, can be taken two mathematical equations, that is:

a) Unstandardized Coefficients

This equation involves the Constant value involves the influence of other variables beyond four independent variables. The formula is as follows:

Speaking abiity = - 0.103 + 0.113 X1 + 0.634 X2 + 0.125 X3 + 0.366 X4

- The value of coefficient constanta is negativeits mean that in the absence of variable Visual, Auditory, Read and Kinesthetic, the value of speaking abilities tend to decline, otherwise the value of speaking ability will go up if influenced by Visual, Auditory, Read and Kinesthetic learning style.
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b) Standardized Coefficients

By using the standardized effect, the other variables beyond four independent variables are not taken into account anymore. The formula is as follows:

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- The value of kinesthetic regression coefficient (X4) is positive states that kinesthetic variable would provide an increase of 34.5% on the speaking ability.

From the results of predicted shows that the coefficient of auditory variable provide improvement more than the other leaning style on speaking ability. The increase is 63.4% if the external variable is calculated and 86.1% if the outer variable is not calculated. Therefore, it can be predicted and sorted that the variables that most give rise to the speaking ability is Auditory variable (X2) and then followed by the variable Kinesthetic, Read and Visual. This result is same to the calculation of analysis Variant (ANAVA) which when viewed from the mean difference variable that has a bigger impact is Auditory variable, followed by Kinesthetic, Read and Visual variables.

After used Analysis Variant and Multiple regression tests then obtained the same result, that there is significance difference between Visual, Auditory, Read and Kinesthetic learning style on speaking ability. Based the ANAVA test results showed that the auditory learning style is more influential on speaking ability, followed by Kinesthetic learning styles, Read and Visual. Similarly, the multiple regression tests showed that more Auditory learning style has a major contribution and predicted a positive effect to increase speaking ability, followed by Kinesthetic learning styles, Read and Visual.

This analysis results in line with the theory put forward by LdPride, (2008) which suggests that people who have Auditory learning style has the

speaking ability is higher than those who have other learning styles. This is because the auditory learning style of people will hear the pronunciation of each word carefully and easily mimicked every word he heard.

B. Suggestion

In this session, the researcher would like to propose some suggestion which hopefully would be great use to English teacher, students and parents.

1. To the Students

   To facilitate students in improve their speaking ability then students should have to begin recognize their learning styles. Based on the results of this study students are advised to use while using the Auditory learning style because with this learning style students will more easily pronounce correctly every word is learned. Auditory learning methods can be done in the following way:

   - Repeat information aloud or close your eyes and repeat the information to yourself in your head
   - Record lectures or presentations to listen to again later
   - Participate in study groups or other group learning environments
   - Verbally summarize new information for family and friends to help you retain it
   - Read aloud to yourself or others
   - Learn foreign languages by listening to language tapes

- Watch videos or other mixed media in which information is conveyed through both auditory and visual means
- Transfer important facts and information into songs or poems.
- Take notes that utilize key words and thematic groupings to trigger auditory memories
- Remember details by trying to "hear" previous discussions.
- Ask questions and volunteer in class.
- Whisper new information when alone

2. To the Teacher

To improve speaking ability of the students, the teachers should use the Auditory learning method, because of the results in this study proved that students with auditory learning style of speaking ability has a value higher than students who have other learning styles. Several methods can be applied in the auditory learning style is as follows:

a) Teach auditory learners by using sounds, music and speech. They remember new information best by hearing it. Words stick in their memory so teach them by speaking out loud.

b) Tell students how to do something instead of showing them. Tell them step by step because they remember verbal instructions best. Also, explain how to use something instead of just showing them. The words they hear will stick in their memories.

c) Keep music in the room. Auditory learners like sound when they are trying to concentrate. Some even prefer to work near others or with a television on. A quiet room can be distracting to them.

d) Train auditory learners to read things out loud. Tell them to read books to a pet or to listen to stories on tape. They may forget a story if they only read the words on a page.

e) Teach them to spell by saying words out loud and hearing each sound. Teach them to look at a word and say the word out loud. Then say each letter out loud, look away, remember what it sounds like and spell it out loud.

f) Make jingles for remembering facts or use each letter of a word to make a rhyme. Teach auditory learners to remember lists by creating rhymes with each first letter in the list. Visual learners also like jokes and riddles.

g) Teach math by reciting facts out loud. Auditory learners like to hear the question and the answer out loud. Flashcards work great with this group.

3. To Parents

The student's parents should give a great support and encourage their children to improve their speaking ability. The parents can help their children to improve their speaking ability by talk to the children whenever together, ask open-ended questions, record her singing a song or telling a story, rework a favorite old story, asking to join the English course or English club, and supporting them to watch the English program at Television.

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Appendix

LEARNING STYLE QUESTIONNAIRE

Name of Subjek :

Class :

Date :

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1. Saya lebih meudah memahami materi jika dijelaskan dengan menggunakan table, grafik atau gambar.
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah
2. Saya senang menyederhanakan materi menjadi sebuah pola/diagram/alur yang mudah dihafalkan.
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah
3. Saya lebih menyukai hal-hal yang dapat diterapkan dalam suatu pola yang menyatu
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah
4. Saya sangat tertarik jika terdapat materi yang dibawakan dengan menggunakan metode presentasi yang menggunakan gambar-gambar yang menarik perhatian.
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah
5. Saya tidak menyukai penjelasan yang berbelit-belit.
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah
6. Saya akan member penjelasan dengan diagram atau gambar-gambar jika diperintahkan untuk mempresentasikan sebuah materi.
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah

7. Saya akan menggambar sebuah peta jika ada orang asing yang bertanya tentang arah suatu wilayah.
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah
8. Saya akan meminta fotokopi/slide materi jika saya berhalangan untuk masuk sekolah.
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah
9. Saya membuat kisi-kisi/panduan berupa gambar sebagai alat pengingat jika saya berbicara didepan banyak orang.
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah
10. Saya lebih mudah mnghafalkan dan melafalkan materi bahasa inggris jika guru saya memberikan bantuan berupa gambar, table, dll.
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah
11. Saya lebih memahami materi jika mendengar penjelasan dari bapak/ibu guru.
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah
12. Saya sangat tertatik dan lebih mudah memahami materi jika diskusi kelompok dilakukan.
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah
13. Saya selalu berusaha untuk menyampaikan pendapat jika terdapat diskusi kelompok
   a. Selalu c. Kadang – kadang
   b. Sering d. Tidak pernah
14. Saya sering bertanya kepada bapak/ibu guru jika tidak mengerti akan materi yang diajarkan
   a. Selalu c. Kadang – kadang

b. Sering d. Tidak pernah

15. Saya sangat tertarik jika terdapat materi yang diberikan dengan cara mendengarkan dari sebuh alat perekam seperti tape, CD, dll
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
16. Saya akan memberi penjelasan dengan berbicara jika diperintahkan untuk mempresentasikan sebuah materi
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
17. Saya akan menyebutkan jalan/arah yang harus ditempuh jika ada orang asing bertanya tentang arah suatu wilayah
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
18. Saya akan meminta teman saya menjelaskan materi jika saya berhalangan untuk masuk sekolah.
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
19. Saya belajar dengan merekam suara sendiri sebagai alat pengingat jika saya berbicara didepan banyak orang
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
20. Saya lebih mudah menghafalkan dan melafalkan materi bahasa Inggris jika guru saya memberikan penjelasan langsung atau mendengar rekaman berbahasa Inggris.
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
21. Saya lebih senang jika disuruh mencatat materi oleh bapak/ibu guru.
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah

22. Saya lebih senang jika ujian dilakukan dengan cara tes tertulis
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
23. Saya lebih senang dengan metode dikte atau mencatat semua kata yang diucapkan oleh bapak/ibu guru
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
24. Saya adalah seseorang yang sukar mengeluarkan pendapat saya seacra lisan dan saya lebih senang mengeluarkan pendapat seacra tertulis.
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
25. Saya sering malu dalam sebuah diskusi dengan membuat tulisan atau rangkuman jika diperintahkan untuk mempresentasikan sebuah materi.
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
26. Saya akan member penjelasan dengan membuat tulisan atau rangkuman jika diperintahkan untuk mempresentasikan sebuah materi
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
27. Saya akan menuliskan petunjuk arah (tanpa peta) jika ada orang asing yang bertanya tentang arah suatu wilayah
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
28. Saya akan meminjam buku catatan teman saya dan menyalin materi jika saya berhalangan untuk masuk sekolah
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
29. Saya membuat kisi-kisi/catatan-catatan kecil sebagai alat pengingat jika saya berbicara didepan banyak orang
    a. Selalu c. Kadang – kadang

b. Sering d. Tidak pernah

30. Saya lebih mengerti jika pelajaran yang didapatkan langsung dapat dipraktekkan
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
31. Saya lebih mudah menghafalkan dan melafalkan materi bahasa Inggris dengan membaca materi-materi yang diberikan
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
32. Saya senang mempraktekkan pelajaran yang saya dapat dari sekolah dalam kehidupan saya sehari-hari
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
33. Setelah mendapat pelajaran baru saya senang untuk langsung mencoba/praktek terhadap teman atau orang sekitar saya
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
34. Saya sangat bersemangat jika diperintahkan untuk mencoba mempraktekkan materi yang diperoleh dari guru kepada teman kelas saya
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
35. Saya bangga jika diperintahkan untuk maju kedepan kelas untuk mempraktekkan materi yang telah diperoleh
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
36. Saya akan memberi penjelasan dengan langsung mempraktekkan apa yang saya jelaskan jika diperintahkan untuk mempresentasikan sebuah materi.
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
37. Saya akan mengantarkan langsung ke tempat tujuannya jika ada orang asing yang bertanya tentang arah suatu wilayah

a. Selalu c. Kadang – kadang
b. Sering d. Tidak pernah

38. Say akan segera berdiskusi dengan teman saya mengenai materi jika saya berhalangan untuk masuk sekolah
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
39. Saya berlatih berbicara secara terus-menerus didepan cermin sebelum saya berbicara didepan banyak orang
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah
40. Saya lebih mudah menghafalkan dan melafalkan materi bahasa Inggris dengan berinteraksi langsung dengan orang Inggris (native speaker)
    a. Selalu c. Kadang – kadang
    b. Sering d. Tidak pernah

ANALYSIS VARIANT (ANAVA)

Descriptives

Speaking_ability

Learning style	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Visual	24	82.63	1.408	.287	82.03	83.22	80	85
Auditory	38	87.39	1.953	.317	86.75	88.04	84	90
Read	29	81.97	1.700	.316	81.32	82.61	80	86
Kinesthetic	30	83.63	1.273	.232	83.16	84.11	80	86
Total	121	84.21	2.763	.251	83.72	84.71	80	90

Test of Homogeneity of Variances

Speaking_ability

Levene Statictic	df1	df2	Sig.
4.405	3	117	.357

ANOVA

Speaking_ability

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	601.777	4	200.592	74.592	.000
Within Groups	314.636	117	2.689		
Total	916.413	12`1			

Multiple Comparisons

Dependent Variable: Speaking_ability

(I) Learning_style	(J) Learning_style	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Tukey HSD 1	2	-4.770*	.428	.000	-5.92	-2.62
	3	-.659*	.453	.002	-1.56	1.87
	4	-1.008*	.449	.000	-2.21	.20
2	1	4.770*	.428	.000	2.62	5.92
	3	5.429*	.404	.000	4.34	6.51
	4	3.761*	.401	.000	2.69	4.84
3	1	.659*	.453	.002	-1.87	1.56
	2	-5.429*	.404	.000	-6.51	-4.34
	4	-.1668*	.427	.001	-2.81	-.52
4	1	1.008*	.449	.000	-.20	2.21
	2	-3.761*	.401	.000	-4.84	-2.69
	3	1.668*	.427	.001	-52	2.81
Schefe 1	2	-4.770*	.428	.000	-5.92	-3.64
	3	-.659*	.453	.002	-1.56	1.87
	4	-1.008*	.449	.000	-2.21	.20
2	1	4.770*	.428	.000	3.64	5.92
	3	5.429*	.447	.000	4.25	6.61
	4	3.761*	.393	.000	2.73	4.80
3	1	-.659*	.453	.002	-1.87	1.56
	2	-5.429*	.444	.000	-6.61	-4.25
	4	-.1668*	.392	.001	-2.71	-.63
4	1	1.008*	.449	.000	-.20	2.21
	2	-3.761*	.393	.000	-4.80	-2.73
	3	1.668*	.392	.001	63	2.71

*. The mean difference is significance at the 0.05 level

MULTIPLE REGRESSION TEST

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917[a]	.842	.836	0.21182

ANAVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
2	Regression	771.333	4	192.833	154.181	.000[a]
	Residual	145.080	117	1.251		
	Total	916.413	121			

c. Predictors: (Constant), Visual, Auditory, Read, Kinesthetic

d. Dependent Variable: Speaking_Ability

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
2	(Constant)	-.103	.035		1.796	.000					
	Visual (X1)	.113	.009	.124	2.014	.006	.351	.214	.206	.883	1.132
	Auditory (X2)	.634	.010	.861	9.090	.000	.907	.899	.816	.899	1.113
	Read (X3)	.125	.013	.156	2.152	.008	.409	.305	.342	.895	1.118
	Kinesthetic (X4)	.366	.019	.345	3.699	.000	.554	.525	.537	.884	1.131

b. Dependent Variable: Speaking_Ability

RELIABILITY TESTING

The formula is:

$$ri = \frac{K}{(K-1)}\left(1 - \frac{\sum S_t^2}{S_i^2}\right)$$

Where:

ri : reliability coefficient

K : mean square of subject

$\sum S_t^2$: total mean square

S_i^2 **:** total Variance

Criteria:

a. r value > r table so a questionnaire has high reliability

b. r value < r table so a questionnaire has low reliability

A. Total mean square ($\sum S_i^2$)

1. Item number 1 = $894 - \frac{\frac{314^2}{121}}{121}$

   Item number 1 = 0.65

2. Item number 2 = $660 - \frac{\frac{242^2}{121}}{121}$

   Item number 2 = 1.45

3. Item number 3 = $708 - \frac{\frac{272^2}{121}}{121}$

   Item number 3 = 0.79

Resume:

Number of item	Total item	Item square	Total mean square ($\sum S_i^2$)
4	640	282	0,14
5	654	270	0,43
6	606	272	0,04
7	622	264	0,38
8	626	265	0,27
9	611	363	0,28
10	1163	383	4,82
11	1237	361	1,22
12	1137	358	0,62
13	1138	351	0,50
14	1091	329	0,26
15	965	336	0,44
16	1012	333	0,97
17	993	324	0,49
18	948	329	0,26
19	991	315	1,02
20	887	331	0,06
21	975	320	1,26
22	912	309	0,05
23	853	286	0,06
24	712	279	0,64
25	683	270	0,06
26	632	268	0,09
27	620	265	0,14
28	609	334	0,13
29	607	334	0,22
30	994	334	3,42
31	982	308	0,49
32	842	302	0,66
33	800	294	1,01
34	756	285	0,23
35	719	290	0,29
36	740	288	0,21
37	719	284	0,39
38	740	265	0,21
39	726	265	0,39
40	714	246	0,37
Total			**17,15204**

B. Total Variance (S_i^2)

$$\text{Total Variance} = \frac{1221605 - \frac{12119^2}{121}}{121}$$

Total Variance = 64.48

C. Cronbach Alpha (r)

$$\text{Cronbach Alpha} = \left(\frac{40}{40-1}\right) \quad \frac{(1 - 17{,}15204)}{64{,}48}$$

Cronbach Alpha = 0.760

Interpretation

Interval Coeficient (r)	Interpretation
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Fair
0,60 – 0,799	High
0,80 – 1,000	Very High

The score of r table is the range 0.60 – 0.799 (0.760), it means that the instrument of the students Learning Style is reliable. So the instrument can be used for research.

VALIDITY TESTING

The formula is:

$$r_{xy} = \frac{n\sum X_1 Y_1 - (\sum X_1)(\sum Y_1)}{\sqrt{\{n\sum X_1^2 - (\sum X_1)^2\}\{n\sum Y_1^2 - (\sum Y_1)^2}}$$

Where:

r_{xy} : the correlation coefficient

$\sum X_i Y_1$: the sum of product between X score and Y score

$\sum X_i$: the sum of product X score

$\sum Y_1$: the sum of product Y score

n : the number of subject

Criteria:

a. r value > r table so a questionnaire valid

b. r value < r table so a questionnaire invalid

1. Item number 1

$$r = \frac{121\,(31598) - (314 \times 12119)}{\sqrt{(121 \times 894 - 98596)(121 \times 1221605 - 146870161)}}$$

r = 0.186

Item valid, r value (0.186) > r table (0.176)

2. Item number 2

$$r = \frac{121\,(24238) - (242 \times 12119)}{\sqrt{(121 \times 484 - 58564)(121 \times 1221605 - 146870161)}}$$

r = 0,243

Item valid, r value (0.243) > r table (0.176)

3. Item number 3

$$r = \frac{121\,(27342) - (272 \times 12119)}{\sqrt{(121 \times 660 - 73984)(121 \times 1221605 - 146870161)}}$$

r = 5.10

Item valid, r value (5.10) > r table (0.176)

Resume:

Item Number	r Value	r table	Result
4	0,272	0,176	Valid
5	0,197	0,176	Valid
6	0,218	0,176	Valid
7	0,245	0,176	Valid
8	0,217	0,176	Valid
9	0,260	0,176	Valid
10	0,258	0,176	Valid
11	0,193	0,176	Valid
12	0,281	0,176	Valid
13	0,300	0,176	Valid
14	0,534	0,176	Valid
15	0,541	0,176	Valid
16	0,593	0,176	Valid
17	0,450	0,176	Valid
18	0,518	0,176	Valid
19	0,568	0,176	Valid
20	1,838	0,176	Valid
21	0,188	0,176	Valid
22	0,178	0,176	Valid
23	0,187	0,176	Valid
24	0,188	0,176	Valid
25	0,199	0,176	Valid
26	0,256	0,176	Valid
27	0,259	0,176	Valid
28	0,199	0,176	Valid
29	0,216	0,176	Valid
30	0,193	0,176	Valid
31	0,209	0,176	Valid
32	0,412	0,176	Valid
33	0,412	0,176	Valid
34	0,571	0,176	Valid
35	0,978	0,176	Valid
36	0,329	0,176	Valid
37	0,192	0,176	Valid
38	0,388	0,176	Valid
39	0,186	0,176	Valid
40	0,265	0,176	Valid

DAFTAR NILAI SPEAKING
KELAS VIII A
SMP N 1 WATES

NO	NAMA SISWA	NILAI RECOUNT	NILAI NARRATIVE
1	AKHI RIZQI SATYAWAN	88	88
2	AL HILAL ICHLASUL AMIN	82	82
3	ALIFAH RACHMADITYA	81	81
4	ALUH DIANITA PRATIWI	80	80
5	ANDIKA KUSUMA JAYA	80	80
6	ANINDYA LILIK YULIAYANTO	80	80
7	ANNISA QURROTUN AYUNI	82	82
8	CRISNA NOVEN PRATAMA	84	85
9	DHIMAS AGIL WIJAYANTA	85	85
10	DYANA ROSE PRAMUDITA	85	85
11	ELIANA FAJAR KURNIAWATI	80	80
12	ETIKA PUTRI PRABANDARI	82	82
13	EVRIANSARI NURRIZQI	85	85
14	FEMY NOVITASARI	82	82
15	FULKANANDA LUQMANA M.	85	85
16	GHEMA MUHAMMAD RAMELAN	84	84
17	GILANG NANDA RYANDIKA	85	85
18	HAFIZ BALYA FATMALA	82	82
19	ILHAM ZULFIAN RAHMAN	88	88
20	IMANIA ALFATIHA WIDYASTUTI	80	80
21	NOAH ALBERT WIHATMA	80	80
22	NURAIDA KURNIASARI	82	82
23	PRADITA IKA SIWI	82	82
24	QAMARA PUTRI UTAMI	81	81
25	RAMADHAN AJI ARIF SANTOSO	84	84
26	RENITA RIZKY AMALIA	80	80
27	SALWA RAHMADIYANTI	80	80
28	SITI NUR KHOLIFAH	80	80
29	YASMIN HANITA NURRA	85	85

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Guru Bahasa Inggris

SRI SULANDARI, S.PdN
NIP. 19771123 200801 2 007

DAFTAR NILAI SPEAKING
KELAS VIII B
SMP N 1 WATES

NO	NAMA SISWA	NILAI RECOUNT	NILAI NARRATIVE
1	AULIA AFIFAH	90	90
2	AJI BAGUS RAMADHAN	85	85
3	AKHSAN VANDHI IMAWAN	80	80
4	ANGGIT KURNIAWAN	82	82
5	ARIBATI AFIAH	85	85
6	ARIF AKBAR PRADANA	84	84
7	BAGUS DEWA BARUNATA	82	82
8	BRILLIANT JAYSON EUAGGELION R.	Pindah ke Australia	-
9	CARINE BRIAN PUTRI	81	81
10	DLUHA ISNAINI FADHILLAH	81	81
11	EFRIANA ASTHI SAPUTRI	82	82
12	HANIF MUSTAFID	81	81
13	HERDHANU FARIS ROZAN	84	84
14	KRISKA WAHYU UTOMO	81	81
15	LUBNA TAJ NABILLA N	84	84
16	MICHAELA DINDA NURHERMAWATI	84	84
17	MUHAMMAD ALIF ALAMSYAH	88	88
18	MUTHIA FAHADA WIJANARKO	80	80
19	NABILA AZHARI	80	80
20	NADYA NURUL FATIMAH	82	82
21	PANDAN UCHTI NUR AINI	90	90
22	PIPIT PUSPITANTWI	84	84
23	RASENDRIYA FANIE AJI NUGRAHA	82	82
24	RIZKA PRAVITASARI	85	85
25	UMY FATMA ROSEINDA NUSA	84	84
26	VANIA IRINDA UTAMI	80	80
27	VERA ASTUTI PANCAWATI	80	80
28	WEKA WIRASTUTI	81	81
29	YOHANA RAMBU ANARARA R.	82	82
30	ZAIN YUSUFA	82	82

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DAFTAR NILAI SPEAKING
KELAS VIII C
SMP N 1 WATES

NO	NAMA SISWA	NILAI RECOUNT	NILAI NARRATIVE
1	ALBERTHA RAMBU MOKI BABANG	90	90
2	ASVI DEMA VIERI	82	82
3	BAHARUDIN PURBAHANGGITA	85	85
4	BAYU PUJI SANTOSO	84	84
5	BELLANIA MARTHA	82	82
6	BENARD KYCKELHAHN	85	85
7	BERLIANA PERMATASARI	80	80
8	CHRISTIANA WILUYANINGSIH	82	82
9	DERIYA AGATA	85	85
10	DIAH AULIA	82	82
11	FANY SETYAWAN	82	82
12	HERJUNO RIZKI PRIANTOMO	80	80
13	IMAM WAHYUDI	83	83
14	INDA MAHARESTU	85	85
15	INDAH YULIANA PAMUNGKAS	81	81
16	KALISTA AFRILIANA	85	85
17	LUVITA SIWI HIDAYANTI	88	88
18	MEILIA NURMAGUPITA PUTRI WULANDARI	82	82
19	MUTIA INDAR NURHIDAYAH	81	81
20	NIBRAS SEKAR DRUPADI	81	81
21	RAKA PUJI NUGROHO	82	82
22	RIFKY NUR ROCMAN	85	85
23	SALMA DYAH PURNAMAWATI	81	81
24	SATRIO DANUR DORO	83	83
25	SYIFA AYU AMILIA HASTIN	82	82
26	TRI APRILIANTO	82	82
27	TRI WIDIYASARI	82	82
28	TRIYANA BAYU RAHARJA	80	80
29	ZAKI AFLAH RAMADHAN	82	82

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DAFTAR NILAI SPEAKING
KELAS VIII D
SMP N 1 WATES

NO	NAMA SISWA	NILAI RECOUNT	NILAI NARRATIVE
1	AHMAD HAFIT FADHOLI	84	84
2	ANANDRA WAHYU ACHA VITHANA	83	83
3	ANISA ASTRI DAMAYANTI	85	85
4	B. LAKSANA JAYADRI	82	82
5	DHITA MURDAYA	80	80
6	DIGONA RINTA MAKOJAYA	80	80
7	FIRSTA DEAN FEBRIANISSA	80	80
8	FRANCISCA PUSPALINDA	88	88
9	GALUH NUR WASTI	80	80
10	HANUNG TYAS PINASTHI	81	81
11	HAYA SHALUHIYA	82	82
12	IMAM AZIZ AL FAUZI	85	85
13	MAHARANI MILA KAIZE	82	82
14	MIFTAKHUL KHOIR NURSYA'BAN	83	83
15	MORENO HAKAN OMAR NUGRAHA	80	80
16	MUHAMMAD EVAN ARYA PUTRA	88	88
17	MUHAMMAD RICKY RAMADHAN	85	85
18	MUSTIKA SEKAR KINASIH	86	86
19	PRITADEVI SETYA AZAHRO	83	83
20	PUTRI WIDYA HANDINI	82	82
21	RAHESA WIRAPANDYA P.	82	82
22	REZKA NIHAYA HUSNA	82	82
23	RIDZKY ARDIANSYAH JATI	85	85
24	ROBERTA ANGGEENY SITOHANG	80	80
25	SHANAS WIJAYA	82	82
26	TRI NASTITI APRILIAWATI	85	85
27	YOVITA CAYANINGRAHAYU	80	80
28	YUNIA KRISMA AFIRA	81	81
29	ZUHAD FATHONI	80	80

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DAFTAR NILAI SPEAKING
KELAS VIII E
SMP N 1 WATES

NO	NAMA SISWA	NILAI RECOUNT	NILAI NARRATIVE
1	ADIANTO CAHYO NUGROHO	82	82
2	ADITYA PUTRA SAPTAMA P.	82	82
3	AFIFAH BEKTININGRUM	82	82
4	ANGGI DWINANDA	83	83
5	ARSY FATOVANI	88	88
6	ARUM KUSUMA WARDANI	84	84
7	AZZAH QURROTAA'YUN ALFIROSSA T	82	82
8	BIMA KURNIA SANDI	83	83
9	ERFO AMANDA GAGARIA	84	84
10	EUPHROSYA IMMANUELLA A.	80	80
11	FAHMI KHOIRUN AZIZA	84	84
12	FARID DANI YASID	82	82
13	JOHANA PAULA CHARISSA B.	80	80
14	LARAS OKTANA	81	81
15	LIBRA TAUFIKA ARDI	80	80
16	MUHAMMAD HARZA ARBAHA KALIJAGA	85	85
17	NANDA DWI HIDAYATI	84	84
18	NIKOLAS ALFA ERIDANI	90	90
19	NINDA PUTRI WAHYU JATI	80	80
20	NIRBANA RUZI NABILATUS S.	82	82
21	PAULUS AJI SATRIO WICAKSONO	82	82
22	PONANG MERDUGANDANG	83	83
23	PRIYO ARIF SADEWO	82	82
24	RAHMA NAFTALIA ANYTA SEKARNINGRUM	PINDAH	-
25	RISDIANA FATIMAH	82	82
26	SITI AFIFAH	85	85
27	TAUFIK NUR HAQI	80	80
28	ZUHROH TUSTIKA VIEDA	80	80
29	ERLANGGA ADITYA W	80	80

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DAFTAR NILAI SPEAKING
KELAS VIII F
SMP N 1 WATES

NO	NAMA SISWA	NILAI RECOUNT	NILAI NARRATIVE
1	ABDUR ROZZAQ HUSNUR ROZIQIN	88	88
2	ADINI SITI SYAFIRA	90	90
3	ADRIAN FENDY PRATAMA	82	82
4	AGATHA LILI BILQIS	82	82
5	ALMIRA RAHMATIKA	82	82
6	ANGGITA SEKAR PRAWESTI	84	84
7	ANSELMUS BAGAS PUTRA KUMARA	88	88
8	ARDIAN HARY PRABOWO	84	84
9	CHESAREVA YUL YAS	80	80
10	CORNELIA DIAN NOVIANTIKA	80	80
11	DANI SETYABUDI	82	82
12	DEFFA AINA MAJID	82	82
13	FANNY REIZAL QISTHIAN	85	85
14	FEBIOLA CINDI FATIKA DITA	80	80
15	FUAD ELIAN MAHADIKA	83	83
16	GIRANDA SEPTA AJI PRASETYA	90	90
17	HANIF SETIAWAN	85	85
18	ISMA REYEZA AMARTA	80	80
19	LAILA AZZAMAH IBDA NAFISA	85	85
20	LULU GITA ANASYA	80	80
21	LULUK UMI CHASANAH	82	82
22	MUHAMMAD FACHRI DITO PRASOJO	85	85
23	MUHAMMAD WAHYU RANGGA NUGRAHA	88	88
24	NADHIJ HAKIMAN ALIM	85	85
25	NUR HASAN SYARIF HIDAYAT	85	85
26	RENISA DWI KRISTANTI	82	82
27	SHINTA AYU SABILA	80	80
28	WIDYA NUR FADILAH	85	85
29	YUSUF NURMANSYAH	85	85

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